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AUTHOR McDonough, Patricia
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ABSTRACT

The Unified Studies Program (USP) is an innovative program of integrated studies in liberal arts. The program at Boston State College (BSC) is team taught by five faculty members. Because it was an experimental program, the first evaluation was designed to evaluate each component of the program. The questionnaire was divided into sections on background of students, team-teaching, contracts, case study, workshops, Unified Studies Seminars, Content Oriented Seminars, guest speakers, and media series. Based on responses of the students and the results of the first semester's evaluation, a number of changes were made in the spring semester. During the spring semester, the students in the USP were compared to those students in the regular school. An equal number of BSC students were chosen according to the following characteristics: sex, day/evening, number of credits, age, and residence. Results suggested that USP provided the type of instruction that facilitates reading, writing, and research skills and necessitates use of library resources. The students supported the staff and the instructions they received. All the goals set forth in the beginning of the year were attained. (Author/KE)

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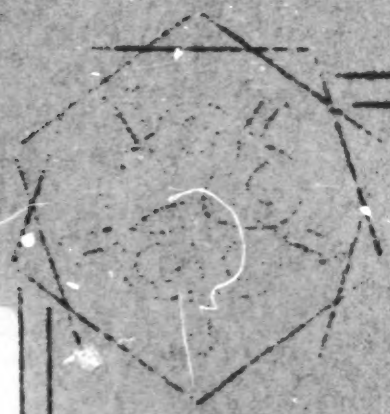

UNIFIED STUDIES -- I:5

EVALUATION AND EVALUATION INSTRUMENT (1974 - 1975)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Patricia McDonough

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ED 070073

INTRODUCTION:

The Unified Studies Program [illegible], an innovative program of integrated studies in Liberal [illegible]cs. The program is team taught by five faculty from Economics, English, History, Sociology and Secondary Education. The topic of the program is "Society: Individuals and Institutions," and is comprised of the following:

Guest speakers
Independent/group projects
Media Series
Mini-Courses
Unified Studies Seminars
Visits to Institutions
Workshops

Unified Studies Program is based on a mentor/Advisor system of individualized instruction, utilizing "Learning Contracts."[1]

1. For a detailed description of the program, cf. "Program Packet", Unified Studies Reports #I:6 (1975).

I Planning Phase Fall 1972 -- August 1974

In the fall of 1972 the Director of Program Development and Research proposed a new approach for changing a number of programs at Boston State College (BSC). New ideas were solicited from faculty who were experimenting with various classroom alternatives. A Unified Instructional Program was one of six suggested models. The Provost of the Massachusetts State College System set aside $50,000 in Special Projects Planning Funds for BSC and requested that funding proposals be drawn up for three of the six models submitted.

During the fall of 1973, a total of seventeen faculty volunteered to work on the various projects. The Unified Studies "Team" of six faculty became Open College Project #1. Faculty met on a weekly basis and formulated a funding proposal which was submitted to the Office of the Provost for approval. The funding proposal was approved by the Provost and the Board of Trustees in January 1974.

In February 1974 The Unified Studies Team opened an office in the Faculty Building, hired a full-time secretary (serving the other Open College Projects as well), a part-time planning consultant, and a part-time research assistant. During this time the the team was concerned with a number of tasks: program planning; survey of potential student interest; planning for authorization by the 5 departments, respective college committees and the administration; setting up a budget, accounting and office procedures and so forth. The Team

met with several groups and committees within BSC: the Student Government Association, the Cabinet (Administration), the Department Chairpersons Group, the Development Committee, the Curriculum Committee, and all five departments.[2]

Information was collected concerning other experimental programs around the country. In the state college system as well as Evergreen State College[3] and Boston University's College of Basic Studies.

The program was not to be separate from BSC but rather part of BSC in that, faculty were released from their regular departments to participate in the one year program and students would receive course equivalency credit based on the regular catalog course offerings.[4]

An evaluation was conducted in April, 1974, by the independent consultant hired by the staff of the Unified Studies Program (USP). Also in April an Open College Evaluation Group was established at BSC. This group was comprised of 7 faculty and 1 administrator. The function of this group was to react to the proposal and various papers presented to them by the USP.

In order to be implemented the program had to be evaluated and the program proposal approved by each of the five departments, the Campus wide Curriculum Committee, the All Campus Committee, the Administration at BSC, as well as the Office of the Provost and the Board of Trustees. By June the program had been approved by all of the necessary administrative groups at BSC. This approval process (as well as a brief history and budget report) is described in the "Interim Report" prepared by the staff of the USP (copy attached, see Appendix A).

A survey of potential interest in USP began February 3, 1974 and continued throughout August. The program was aimed at students who were not formerly at BSC on a full-time basis.[5] The first survey (February - March) attracted 215 interested students. However, final approval of the program was not granted by BSC until June 21st and not until August 7th by the Office of the Provost (Massachusetts State College System). This delay prevented students from being assured acceptance into the program until August. By August 15th there were only 24 of the original 215 interested students remaining. A number of surveys were conducted throughout the summer and an additional 29 students applied. By the end of August, 53 students had applied for acceptance into the USP.[6]

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2. The team was also busy writing and submitting proposals for funding requests by outside agencies. One of the aims of the program was to discover if an innovative program at a state college could attract external funding.

3. cf. Unified Studies Report I:1 (1974) "Report on the Visit to the Evergreen State College"

4. A major goal of the program was to determine whether or not an innovative program as the USP could fit into the administrative structure at BSC.

5. or who had dropped out of BSC in good standing

6. For a detailed description of the surveys, cf. "Report of Student Survey," Unified Studies Report #I:4 (1975).

II First Semester September 1974 -- December 1974

When the Unified Studies Program began in September 1974, the following goals were set for the program:

1. To provide an interdisciplinary approach To Learning.
2. To integrate the life experiences of the students with their work in the classrooms.
3. To test the effectiveness of the contract learning system in a Team Teaching situation.
4. To test the course equivalency concept.
5. To test the effectiveness of Team Teaching and to determine if Team Teaching was serial or actual.
6. To improve skills development and library research competence.
7. To have students take responsibility for their own learning.
8. To provide an informal classroom environment so that students would gain a sense of community with other students in the program.
9. To have smaller discussion groups to stimulate more discussion on the part of the students.
10. To help erase the image of faculty as just 'Teachers" and students as just 'Learners".

The unifying theme for the first semester was the 'Individual and Society.' In keeping with the goals of the program the components for the first semester were as follows:

Orientation:

Problem Solving Workshop: Synectics
Deductive/Inductive approaches
Methodology of the 5 disciplines

Values Clarification: three workshops conducted by Professor John Santosuosso - various values clarification exercises

Writing Workshop: weekly sessions continuing throughout the semester using Peter Elbow's, Writing Without Teachers
Formation of writing groups (see below)

Case Study: "The Berrigans - The Individual and Society"

Topics - "War"
Guest: Tom Lewis (of Catonsville 9)
Films: "Vietnam: Journal of a War"
"Vietnam Dialogue"
"The Whole World is Watching"

"The Church and Authority"
Guest: Rev. Thomas Oldo (Harvard)
Films: "Conscience in Conflict"
"Challenge to Authority"
"The Kerner Report"

"Civil Disobedience"
Guest: Dr. Gene Sharp
Films: "The Caine Mutiny"
"Authority and Rebellion"
"The Trial of Billy Budd"

Summary Week: Guest: Dan Berrigan -- Dinner with faculty and students afterwards

Weekend Retreat at Rolling Ridge Camp with Faculty and Students
Discussions, planning sessions, recreation

Negotiation of Contracts: (October 2-4)

Students selected advisors
October Packet of Resource Lists Prepared (cf. October Packet)
Contracts negotiated and signed (cf. contract form)

Seminars: (October 7 - December 17)

Individuals as Agents of Social Change	-- Lee Staebler (Economics)
Technology and Individual Freedom	-- Warren Greeley (Economics)
The Hero	-- Ellie Kutz (English)
Women and Society	-- " "
Personal Wisdom	-- Les Humphreys (History)
The Hedgehog and the Fox (Tolstoy on History)	-- " "
Decisions - Decisions - Decisions	-- Richarde Donelan (Secondary Ed)
Democracy, Schools, Individuals	-- Ed Traverso (Secondary Ed)
Becoming "Human"	-- Linda Perrotto (Sociology)
Deviance	-- " "

Thanksgiving dinner get-together with faculty, students and some administrators at one of the instructor's home.

UNIFYING THE INDIVIDUAL AND SOCIETY

Unified Studies Seminars:

(Weekly Topics - Team Taught)	Guest Lectures
Autobiography	
Personality	Mr. Sam James (Synectics, Inc.)
Family	Ms Norma Swenson (Childbirth Education Assoc.)
Ethnic Identity	Ms. Elma Lewis (Center for Afro-American Arts)
Community	Ms Ruth Zambrana-Shojaei (from Spanish Harlem)
Success/Failure/Competition	Mr. John Holt (Educational Author)
Work/Leisure	Mr. David Greeley (Farmer)
Intimacy/Lonliness	Ms Denise Levertov (Poet)
Soul/Spirituality	Mr. Jack Kornfield (Buddhist Monk)

Media Series:

Films:

Raisin in the Sun	Ship of Fools
Rebel Without a Cause	Hustler
Games Futurists Play	On the Waterfront
Cosmic Zoom	3 Faces of Eve
Futurists	To Be Young Gifted and Black
The Whole World is Watching Us	Citizen Kane
Human Race	Cat on a Hot Tin Roof
Death of a Peasant	5 Finger Exercise

Tapes:

'Lysistrata'
'Antigone'
'Luther'
Numerous other cassettes

Evaluation session and planning for second semester

Forty-two students negotiated learning contracts. They were required to negotiate for 12-15 semester hours of "Course Equivalency" credit. This credit could be received in any of the 5 disciplines offered with at least 1 course equivalency coming from each of 4 of the 5 disciplines. Course equivalency was determined by the instructor in his/her discipline and approved, in the case of two departments (English and History), by Departmental Sub-committees. Once contracts were negotiated they were reviewed by the team as well as two department chairpersons.

Some background information was obtained concerning the students involved in the program. They ranged from eighteen to sixty-two years of age, with the majority of the students (70%) between the ages of nineteen to twenty-nine with almost an even distribution of males and females.

18 or under	19-21	22-24	25-29	30-39	40-49	over 50
10%	16%	28%	26%	7%	3%	10%

Perhaps the flexibility of the program attracted the older students.

The majority of the students (79%) had attended college prior to their acceptance into the USP and had graduated from highschool 1-5 years prior to attending the USP (56%). Only 24% had attended an experimental program prior to their enrollment in USP (90% at the highschool level).

Because special criteria was involved in recruitment for the program, only those students who were not formerly at BSC on a full-time basis could be accepted. The following was the status of students upon entering the USP:

Students who had at one time attended BSC but had withdrawn in good standing	39%
Students in the part-time undergraduate program at BSC	19%
Transfer applicants to BSC who had been accepted and had chosen not to attend	24%
Freshmen applicants to the Massachusetts State College System having BSC as one of three choices	3%
Those people who responded to newspaper advertisement	15%

By looking at these groups it can be seen that the majority of the students would probably not have attended BSC if not for the USP. As a matter of fact, when asked if they would have attended BSC if not accepted into the USP, 62% indicated that they would not have enrolled.

By the use of a questionnaire (see Appendix P) additional background information was secured. The majority of the students (71%) were self supporting and received no contribution from their parents. Thirty-eight percent of the students lived in Boston while the remainder resided in areas located in Boston's SMSA.

Because six of the students graduated from highschools outside the New England area, it seemed interesting to compare this figure to that of students in the regular program at BSC. The results were as follows:

	BSC enrollment	USP enrollment
Boston	40%	23%
towns/cities (not including Boston) normally servicing BSC[7]	50%	30%
towns/cities (not including Boston) servicing BSC rarely if at all -- outside Massachusetts included.	10%	47%

From these figures it can be seen that the majority of the USP students came from highschools in towns/cities that very rarely, if at all service BSC. This along with the enrollment status of these students seems to indicate that these would not normally attend BSC, perhaps representing a student-type with interests that were fulfilled by this program rather than the regular or traditional program.

7. John R. Rothermel, "Enrollments, Degrees Granted, and Salary Levels at BSC, 1967-1973", Data Report #12 (April, 1974) pp. 9-10.

The students stated that they would like to see USP expanded to include all of the disciplines offered at BSC. This request was specifically directed towards the natural sciences and psychology.

Students stated that they joined the USP because they were "discouraged with traditional approaches" and felt that the USP would be "different" and that it would promote "greater academic freedom."

In December the students completed their contracts. These were reviewed and evaluated by the team members as well as by one department (chairperson plus two other faculty members) that read all of the contracts and the curriculum committee of another department which reviewed and approved selected contracts.

The students were then given an evaluation questionnaire (copy attached see Appendix C) aimed at assessing the overall success of the program, it's components, and the achievement of the goals set forth in the beginning of the semester.

Student Evaluation - December, 1974

Because it was an experimental program, this first evaluation was designed to be extremely long in order to evaluate each component of the program, and provide necessary feedback for the staff. By this means, the effectiveness of team-teaching or the success of the media series or mini-courses could be assessed and evaluated separately.

The sections of the questionnarie are divided in the following manner:

1. background of students
2. team-teaching
3. contracts
4. case study
5. workshops
6. Unified Studies Seminars
7. Content Oriented Seminars
8. Guest Speakers
9. Media Series
10. Mini-courses
11. Professor Richards Donelan
12. Professor Warren Greeley
13. Professor Les Humphreys
14. Professor Eleanor Otlewski
15. Professor Linda Perrotto
16. Professor Lee Staebler
17. Professor Edmund Traverso
18. General

Section 1 provides background data on students so that comparisons within the group may be made.

Sections 2-10 deal with the individual components of the program and are basically intended to provide evaluative data for use by the instructors.

Sections 11-17 deal with the individual evaluations of the instructors by students.

Section 18 is the general section in which the overall effectiveness of the program is evaluated.

There are over 227 questions on this evaluation instrument. Rather than discuss the individual questions, each section will be reviewed and rated according to the overall response of the students.

As noted the 18 sections deal with individual topics. The format is basically the same throughout the questionnaire. Each section is comprised of a number of statements. The student is asked to agree or disagree by using the scale provided.

A similar evaluation questionnaire was also administered to the USP faculty at the same time as the student evaluation. The overall response on these evaluations was very positive and it indicates that staff supported the program and had confidence in its success.

It is interesting to note that suggestions for modification of the program by the faculty and students were almost identical. It would appear that the faculty members were aware of the students' needs.

A summary of the student evaluation results are as follows:

Team-Teaching (Section 2)

This received excellent ratings. The vast majority of students (80%) felt that they benefitted more from team-teaching than they would have with traditional instruction.

Contracts (Section 3)

For the most part the contract system was rated quite favorably by the majority of the students. Eighty seven percent of the students felt that they were being evaluated on their own personal performance rather than in competition with other students, which is one of the major goals of the program. The majority of students (68%) also indicated that the grade contracted for and work equivalency were just. The only problem indicated was that, though the students favored the contract over traditional methods of evaluation, they felt somewhat confused, and believed that they did not receive sufficient advice at the time of the negotiations.

The faculty were quite aware of this confusion during the first semester negotiations. They stated that the negotiation period was very hectic for both the student and the faculty but that provisions were already made to prevent reoccurrance of this in the second semester.

Case Study - Berrigans (Section 4)

The case study did not receive any clear cut rating. Just as many students agreed as disagreed with the statements. However, seventy percent of the students felt that the case study dealt with a major and important issue. But, many of the students commented that this particular component, although interesting, did not relate significantly to the rest of the semester. This opinion was also stated by a number of the faculty and their suggestions were to either omit the case study or to shorten the time spent on it.

Workshops (Section 5)

All of the workshops received very high ratings. Students stated they benefitted from these workshops tremendously and utilized the techniques they learned throughout the semester. Ninety percent of the students attended all three workshops.

Unified Studies Seminar (Section 6)

The Unified Studies Seminars were strongly supported by the students.

Content Oriented Seminars (Section 7)

There was almost unanimous agreement on every item in this section. These seminars provided sufficient structure plus allowed students ample opportunity for discussion.

Guest Speakers (Section 8)

Ninety percent of the students found the guest speakers worth attending. And eithty percent stated that these guest speakers provided them with valuable points of view which related to their topics of inquiry.

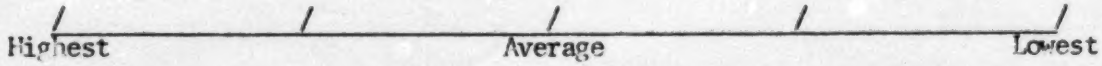
Media Series (Section 9)

The media series received a very favorable review. It is interesting to note that scheduled times for the media series as well as the guest lectures were found convenient for more than seventy percent of the students, which is commendable since the program was split between day and evening students.

Mini-Courses (Section 10)

The overall consensus indicates that the mini-courses were useful aids in supplementing work, and were in general a useful part of the program.

Instructors were rated according to the following scale:



Professor Richarde Donelan (Section 11)

Professor Donelan was rated from high to highest by an average of twenty-six percent of the students for each item. He was a half-time evening instructor so that fifty-seven percent of the students felt they could not evaluate his effectiveness. Except for this percentage, the remainder of the students responded unanimously in favor of his being part of a team again.

Professor Warren Greeley (Section 12)

Professor Greeley was rated from high to highest by an average of seventy-three percent of the students for each item. He was a half-time instructor so that approximately seventeen percent of the students felt they could not evaluate him because of insufficient contact. Except for this seventeen percent, the students responded unanimously in favor of his being part of a team again.

Professor Les Humphreys (Section 13)

Professor Humphreys was rated from high to highest by an average of eighty-seven percent of the students for each item. He was a full-time instructor so that only seven percent of the students felt they could not evaluate his

effectiveness. Except for this seven percent, the students responded unanimously in favor of his being part of a team again.

Professor Eleanor Otlewski (Section 14)

Professor Otlewski was rated from high to highest by an average of eighty-three percent of the students for each item. She was a full-time instructor and only ten percent of the students felt they could not evaluate her effectiveness. Except for this percentage, students responded unanimously in favor of her being part of a team again.

Professor Linda Perrotto (Section 15)

Professor Perrotto was rated from high to highest by an average of sixty-three percent of the students for each item. She was a full-time instructor. Seventeen percent of the students felt they could not evaluate her effectiveness. Except for these students and another seven percent who felt uncertain, the remainder of the students (86%) were in favor of her being part of a team again.

Professor Lee Staebler (Section 16)

Professor Staebler was rated from high to highest by an average of seventeen percent of the students for each item. He was a part-time evening instructor so that seventy percent of the students felt that they could not evaluate his effectiveness. Except for this percentage of students and, the three percent who felt uncertain and, the three percent who did not agree, the remainder of the students (24%) were in favor of his being part of a team again.

Professor Edmund Traverso (Section 17)

Professor Traverso was rated from high to highest by an average of seventy percent of the students for each item. He was a half-time day instructor and twenty percent of the students felt that they could not evaluate his effectiveness. Except for this percentage, students responded unanimously in favor of his being a part of a team again.

General (Section 18)

The evaluation of the general section was rated as highly as were the components of the program. Eighty-seven percent of the students felt that they did more work than they would have done in a regular program. Seventy-seven percent indicated that their reading habits changed significantly over the semester. Eighty-six percent of the students indicated that they read more books over the semester while fifty-seven percent read more newspapers. The number of magazines and scholarly journals read remained just about the same with no decrease indicated. The vast majority of the students (83%) indicated increased learning patterns in library work, in writing (80%), in attending films, concerts, museums (63%) and in television (30%).

It is important to note that sixty-nine percent of the students felt they had developed a sense of community with the other participants in the program. This is significant since the program was composed of nineteen percent evening students who rarely were able to attend the day activities.

Students were provided with a list of resources and services offered at BSC and asked to note their use of them (libraries, media, curriculum lab, counseling services, women's center, reading clinic, shuttle lines, physical education facilities, day care center). Of the nine services listed, all but two were used seldom if at all. Libraries and media were the two services that students indicated they used often.

The majority of the students indicated that they had received sufficient communication throughout the semester provided by the monthly packets, weekly announcements, bulletin board and resource lists.

It was found that three percent of the students spoke to their advisor twenty to thirty times over the semester. Sixty percent of the students saw their advisor five to nineteen times during the semester. Just as many students indicated that they received more advice from their advisor than they did from the other faculty members; thus indicating that the advising process was shared by the entire staff.

Sixty-six percent of the students were discouraged during the program. They commented that this was at the very beginning when they felt confused about negotiating their contracts and at the end of the semester when they had to complete their contracts. A system to periodically check students' progress will be provided during the second semester so that students will not feel this end of semester "crunch".

Fifty-three percent of the students felt that they participated in discussions more often than they would have in a traditional setting.

One of the major goals of the USP was to establish an interdisciplinary approach to help students conceive of learning as a whole process. Ninety-three percent of the students indicated that this was accomplished.

All of the students commented that they experienced a sense of personal growth and achievement during the semester. Seventy-three percent of the students indicated that they would continue in the program (seven percent were uncertain).

And finally, ninety percent of the students stated that they would recommend the Unified Studies Program to their friends.

From this evaluation it is clear that most of the goals set forth in the beginning of the semester were quite successfully achieved.

Seven students withdrew from the first semester of the USP. One of these students had been a part-time evening student, while the remaining six were students who had withdrawn in good standing from BSC prior to their enrollment in the USP. It appears that the student most likely to "drop-out" of the program is a former "drop-out". But not all of the "drop-outs" repeated this pattern, ten of the sixteen former "drop-outs" remained active participants in the program.

In order to determine factors which influenced withdrawal from the USP, a letter was sent to each student asking that he/she state the reasons for not completing the program. They were also requested to offer their suggestions. In addition there was another group of students whose comments, it was felt, might aid the evaluation process. This was a group of eleven students who had applied to the USP for Fall, 1974, but had not negotiated contracts. They had decided not

to attend sometime during the first two weeks of the program. These students were also sent the same letter requesting their reasons for not completing the program. Neither group responded.

The 35 students who remained in the program throughout the first semester received course-equivalency in the following subjects:

Economics	# of students
Ec101 Principles of Economics I	13
Ec102 Principles of Economics II	2
2 courses	15

English	
E101 English Composition I	9
E102 English Composition II	2
E203 Masterpieces in Western Literature I	5
E204 Masterpieces in Western Literature II	2
E205 American Writers I	2
E206 American Writers II	3
E302 Shakespeare II: Comedies and Tragedies	1
E360 Women in Literature	5
8 courses	29

Education (Secondary)	
Ed233 Procedures for Teaching in the Secondary School	7
Ed340 Directed Study in the field of Secondary Education	10
2 courses	17

History	
H101 History of Western Civilization I	1
H102 History of Western Civilization II	1
H103 History of Ideas I	12
H104 History of Ideas II	4
H106 World History II	1
H201 American History To 1865	5
H303 History of Greece	1
H368 History of American Labor	2
8 courses	27

Sociology	
SO201 Introductio to Sociology	13
SO202 History of Sociological Theory	1
So208 The Family	1
SO209 Qualitative Methodology	1
SO211 Sociology of Education	2
SO219 Sociology of Deviance	6
SO231 Women in Conterporary Society	3
SO322 Sociology of the American Working Class	1
9 courses	28

III Second Semester January 1975 - May 1975

Based on responses from the students and the results of the first semester's evaluation, a number of changes were made for the spring semester. An independent study period was added along with the option of group contracts. The contract itself was divided by weekly assignments and check points were provided to assess the progress of the students. Contracts and course-equivalencies were reviewed by the departments at the time of negotiation. The resource lists were shortened; the media series and speakers were limited to 1 per week and the case study was omitted for the second semester. Course Equivalency Workshops, Research Process Forms and Diagnostic Pre- and post - tests were added. The Course Equivalency Workshops were designed to focus on narrow topics ordinarily discussed in certain courses. The Diagnostic Pre-tests were given to assess the students abilities in the area of research, reading and writing skills.

Included in the orientation packet was a two week long integrated research and writing experience.[8] Students were given a research process form for library work on one of the semester's topics. After having completed the library research they were organized into writing workshops (based on Peter Elbow's method for "Writing Without Teachers"). This orientation exercise provided diagnostic information for the staff at the time of contract negotiations.

It was felt that during the second semester, the students in the USP should be compared to those students in the regular school. A questionnarie based on the Diagnostic Pre-test was administered to the USP students as well as students in a control group at BSC. An equal number of BSC students were chosen according to the following characteristics (in order of priority):

1) sex 2) day/evening 3) # credits 4) age 5) residence

These students in both groups were administered the questionnaire at the beginning and end of the spring semester. For results of this study, refer to discussion on page 15.

The unifying theme for the second semester was Institutions and Society. The components were similar to those of the first semester with the changes noted above. The institutions which were studied are as follows:

Justice	Theatre
Schools	Financial Institutions
Prisons	Unions
Health Care	Media

As mentioned, an independent study period was added second semester. The students' projects varied greatly from individual class presentations concerning for example, European Historgraphy to group projects such as plays for example, The Crucible, Your A Good Man Charlie Brown.

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8. cf. "Program Packet" Unified Studies Reports I:6, pp. PPF-1 - PPF-10.

Fifty-two students negotiated contracts for the second semester. Age distribution of these students is as follows:

18 or under	19-21	22-24	25-29	30-39	40-49	50 or over
17%	21%	19%	17%	15%	2%	8%

As in the first semester the program attracted older students but only 61% were 22 or older as compared to 74% for the first semester. In terms of credit received prior to USP enrollment, the majority of the students (63%) were of freshmen standing as opposed to only 39% freshmen in the first semester.

The majority of the students resided in Boston's SMSA (56%), were recruited from the part-time continuing education program and attended days.

These students received course equivalency in the following subjects

Economics	# of students
EC101 Principles of Economics I	13
EC102 Principles of Economics II	9
EC404 Management Economics	1
3 courses	23 students

Education (Secondary)	
ED201 Critical Issues in American Education	10
ED333 Procedures for Teaching Secondary Schools	4
ED340 Directed Study: Secondary Education	3
3 courses	17 students

English	
E101 English Composition I	13
E102 English Composition II	9
E202 Major British Writers II	2
E204 Masterpieces of Western Literature	20
E206 American Writers II	5
E308 Modern Drama II	3
E360 Women and Literature	3
7 courses	55 students

History	
H102 Western Civilization II	2
H103 History of Ideas I	3
H104 History of Ideas II	28
H105 World History I	2
H201 American History to 1865	14
H202 American History since 1865	1
H330 European Historiography	1
H367 History of the American City	1
H368 American Labor	1
9 courses	53 students

Sociology	# of students
SO201 Introduction to Sociology	18
SO208 The Family	4
SO209 Qualitative Methodology	4
SO211 Sociology of Education	5
SO215 Sociology of Sex Roles	4
SO219 Sociology of Deviance and Social Control	1
SO231 Women in Contemporary Society	6
SO232 Women and Work	1
8 courses	43

RESULTS OF STUDY COMPARING UNIFIED STUDIES PROGRAM STUDENTS AND THOSE IN THE REGULAR PROGRAM AT BOSTON STATE COLLEGE

As mentioned previously, a study was conducted during the spring semester to compare students in the USP with students in the regular undergraduate program at BSC. This was done by administering a questionnaire measuring reading, writing, and research skills to both groups of students in the beginning and end of the semester. (see Appendix C, Part I for the questionnaire).

The following results are presented in such a manner as to demonstrate which group rated higher, or had a more desirable response rather than give the individual responses, since the purpose of the study was to compare the two groups and determine skills and their development over the semester.

Results of Questionnaires Administered To USP and Control Groups

an * signifies which group indicated greater skills or responded in a more favorable manner.
A T signifies that both groups responded in a similar manner.

Skills increased, Decreased or Remained the Same on the individual Items over the semester.

Question	USP-Feb.	Con-Feb.	USP-June	Con-June	USP	Control
Hrs. worked per week	T	T	*		same	Decreased
Reading Speed-Novels	T	T		*	same	Increased
Reading Speed-Texts	*		*		Decreased	Decreased
Newspapers read		*		*	same	same
magazines read	T	T	T	T	same	same
#Books Read Yr/sem	*		*		Increased	same
# Hrs of TV/wk	T	T	T	T	same	same
# pages-research paper	T	T	*		Increased	same
utilized Footnotes		*		*	Increased	Decreased
utilized Bibliography	*		*		Increased	Decreased
Use of Resources in Library						
Atlases	*		*		Increased	Decreased
# Book Review Digest	*		*		Increased	Decreased
# Education index	*		*		Increased	Decreased
# Encyclopedias	*		T	T	Increased	Increased
E.R.I.C.		*	*		Increased	Decreased
Library		*	T	T	Increased	Increased
Microfiche cards		*	*		Increased	Decreased
Microfiche printer		*	*		Increased	Increased
Microfiche Reader		*	*		Increased	Decreased
N.Y. Times Index	*		*		Increased	Decreased
Paperbacks in Print	*		*		Increased	Decreased
Reader's Guide to Peridocal Literature	*		*		Increased	Decreased
Soc. Sci. & Human. Index	*		*		Increased	Decreased
Webster's Unabridged Dictionary	*		*		Decreased	Decreased
Winchell's Guide to Reference Books		*	*		Increased	Decreased
	(not including Hrs worked per week)					
	12*	8*	18*	3*	I 18	I 4
	4T	4T	3T	3T	S 4	S 5
					D 2	D 15

Hours worked per week was included because it was felt that this would have a significant effect upon the ability of the students to perform throughout the semester. It can be seen that in the beginning of the semester both groups worked the same number of hours (31-40) but by the end of the semester the control group had decreased their amount of hours while the students in the USP continued working the same amount.

The four most commonly read newspapers and magazines were as follows:

USP		CONTROL	
Newspapers	Magazines	Newspapers	Magazines
Globe	Time	Globe	Time
Herald	News Week	Herald	News Week
N.Y. Times	Sports Illus.	Real Paper	Sports Illus.
Phoenix	Readers Digest	N.Y. Times	Readers Digest

In regards to watching TV, the more desirable response was the lesser amount of TV watched. But in both cases throughout the semester the students only watched from 1-10 hours per week.

In both cases the USP performed better than the control group. In February there may have been an advantage because half of the students in USP had been enrolled in the program the previous semester. But in June the students excelled in comparison to the control group in 18 catagories vs 3. More importantly, they demonstrated an increase in skills and use of library resources in 18 categories while the control group decreased in 15 categories and increased in only 4. This is inspite of the fact that USP students continued with the same outside work load, while the control group decreased the amount of hours they worked per week.

This seems to suggest that the Unified Studies Program provided the type of instruction which facilitates reading, writing, and research skills and necessitates use of library resources not only in the beginning but throughout the semester. And that this instruction increases the development of these skills in the students.

Another reason for this study was to compare grades, drop out rates, # of dropped courses and # of incomplete courses. The following were the results:

	USP	Control
4.0	10%	16%
3.5	17%	17%
3.0	21%	19%
2.5	8%	11%
2.0	9%	10%
1.5	2%	4%
1.0	4%	4%
0.0	12%	4%
INC	1%	8%
Dropped Courses	16%	7%

The only major differences between the 2 groups was within the last 3 items. 12% of the USP students as opposed to 4% in the other group, were given 0.0 for

grades. This difference is probably because students who did not complete their contracts sufficiently although given adequate warning had to be given 0.0 since the program was to end. This again was the cause of such few incompletes. There would be no time to complete the contracts, so only a few who had very little to supplement were allowed to receive incompletes.

One explanation for the differences in dropped courses may be explained by the fact that students in the USP would more often than not, contracted for more work than they could handle. In the beginning of the semester the students would feel that they could handle the work but as the semester progressed they realized that the goals they set for themselves were unrealistic. At this point students would either contract for lower grades in one or two subjects or drop a course. The majority of the students chose to drop a course.

In terms of the distribution of the grades and the identification of those students who dropped courses, the faculty felt that the students who received the higher grades and completed contracts with less trouble were the motivated students. They felt that the program did not seem to work for the majority of those students who had originally dropped out of Boston State College in good standing. It appears that these students even though they remained in the program, in most cases lacked the direction and motivation that the other students had.

Drop out rates could not be abtained since the process at BSC requires that students notify the counseling office if they plan to withdraw from school in order to complete the necessary forms. This however, is not practiced by most of the students so that a valid indicator of the rate could not be obtained until the following semester when registration lists are available.

Student Evaluation - June 1975

At the close of Spring Semester as part of their contracts, students were adked to evaluate the program. Their evaluation was based on responses to a questionnaire aimed at assessing each component of the program as well as the faculty (see Appendix C for copy of the evaluation).

The questionnaire is divided and will be discussed as follows:

Background
Team Teaching
Contracts
Orientation
Course Equivalency Workshops
Unified Studies Seminar
Guest Speakers
Media Series
Visits to Institutions
Independent Project
Institutions
General

Background

Most of the background information concerning the second semester students has been given previously. However, two items were found to be of interest. As in first semester, students were asked to indicate the town/city of the highschool from which they graduated. Results were as follows:

	BSC enrollment	USP September	USP February
1) Boston	40%	23%	23%
2) Towns/cities (not including Boston) normally servicing Boston State College.[9]	50%	30%	50%
3) Towns/cities (not including Boston) servicing Boston State College rarely - if at all (outside MA included).	10%	47%	27%

As can be seen first semester attracted a much greater number of students who ordinarily would not attend BSC. But even though their number decreased second semester, a greater number than is usual was enrolled. It was felt that the USP might attract a "different" type of student than the one who normally comes to BSC, and this is more pronounced in the first semester as opposed to February. Both semesters students were asked if they would have attended BSC full-time if not for the USP. In first semester the majority of students (62%) replied that they would not have come while in second semester 46% indicated that they would not have come and 32% were uncertain (only 22% positively would have attended). Although these responses are similar, the decline in students who would not have come second semester may be related to the decline in the enrollment in USP of students normally not attending BSC.

Team Teaching

As in first semester, Team Teaching received very high ratings. The majority of students (77%) felt that they benefitted more from team teaching than they would have with traditional instruction. Almost all of the students (95%) felt that team teaching helped them to perceive the interrelationship of the 5 disciplines.

Contracts

Contracts was rated quite favorably again. 91% of the students preferred contracts to the traditional methods of grading. 78% felt that contract grades and work equivalency were just, as opposed to 68% first semester.

Orientation

The orientation process which included a variety of workshops was supported by the majority of the students in every case (at least 61%). The students (86%)

9. John R. Rothermel, "Enrollments, Degrees Granted, and Salary Levels at Boston State College, 1967-1973", Data Report #12 (April, 1974), pp. 9-10.

especially felt that the research workshop was most helpful in familiarizing them with the library and its resources. This iscertainly substantiated by the results of the study comparing USP students with those in the regular college.

Course Equivalency Workshops

Students (77%) did feel that the course equivalency workshops were a valuable part of the program. The individual workshops were rated as to their significance, and of the 8 workshops only 1 was not felt to be a valuable learning experience.

Quest Speakers

Almost all of the students (91%) felt that the guest speakers were worth attending while 81% agreed that these speakers provided valuable points of view which related to the students' topic of inquiry.

Media Series

A majority of the students in both cases (81%, 71%) felt that films related to subject matter and were helpful in explaining concepts or ideas being discussed in class.

Visits To The Institutions

Each week for 8 weeks students visited a different institution. Since this was the focal point of the program for second semester, it was rewarding to find that 100% of the students felt that the visits to the institutions provided them with useful information related to the weeks' topic. 82% of the students visited 5 or more of the 8 institutions. When asked to rank order the institutions they studied in order of importance, the results were as follows:

1) Health Care
2) Justice
3) Schools
4) Financial
5) Unions
6) Media
7) Prisons
8) Theatre

Independent Project

Students devoted 4 weeks at the end of the semester on an independent or group study project intended to focus on one of the institutions that they studied during the first 8 weeks. 95% of the students felt that this was a worthwhile component and that these projects helped to give a solid understanding of the workings of the institutions they chose.

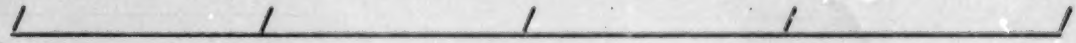
Components

Students were asked to rank order the components of the program by their usefulness to the program. The results were as follows:

1) Team Teaching
2) Contracts
3) Visits to Institutions
4) Independent Projects
5) Unified Studies Seminars
6) Orientation
7) Guest Speakers
8) Course Equivalency Workshops
9) Media

Instructors

Instructors were rated according to the following scale.



highest average lowest

Professor Warren Greeley was rated from high to highest in every category by an average of 79% of the students. 84% of the students felt that he should be a member of a team again.

Professor Les Humphreys was rated from high to highest in every category by an average of 82% of the students. 90% of the students felt that he should be a member of a team again.

Professor Ellie Otlewski was rated from high to highest in every category by an average of 83% of the students. 90% of the students felt that she should be a member of a team again.

Professor Linda Perrotto was rated from high to highest in every category by an average of 70% of the students. 70% of the students felt that she should be a member of a team again. (17% felt that due to insufficient contact, they could not rate her performance.)

Professor Lee Staebler was rated from high to highest in every category by an average of 39% of the students. 47% of the students felt that he should be a member of a team again. (Because Lee was part-time in the program 41% of the students felt that due to insufficient contact, they could not rate his performance.)

Professor Ed Traverso was rated from high to highest in every category by an average of 74% of the students. 74% of the students felt that he should be a member of a team again. (61% felt that due to insufficient contact, they could not rate his performance.)

General

This section basically deals with the achievement of the goals set forth in the first semester. One of the most important goals of the program was to provide an interdisciplinary approach to learning. 95% of the students felt that this had been accomplished. Integration of life experiences with classwork can best be supported by the participation of students in visiting the institutions and relating their interests to one of these and then focusing on one institution for the independent study project.

The contract learning system was strongly supported by the students and preferred over the traditional approach.

The course equivalency concept was challenged by the students who did not feel that they should have to learn certain materials. When asked if they would recommend the program to a friend, all but one student responded positively. This one student was not willing to recommend the program as long as course equivalencies were utilized.

Faculty felt restricted by these guidelines but managed to meet the requirements by the course equivalency workshops which the students rated very highly.

Team teaching was thought to be the most important component of the program according to the students and was preferred over the traditional method.

The improvement of skills development and library research competence was definitely achieved as can be seen by the results of the study previously mentioned comparing USP students with students in the traditional program at BSC. Skills and use of library resources increased in 18 out of 24 categories for the USP students and remained the same in 4, only decreasing in 2. As noted, the BSC students increased in only 4 areas, remained constant in 5 and decreased in 15. Obviously the techniques employed in the program demanded use of library resources, and developed students' reading, writing and research skills.

By the contract system students were supposed to take responsibility for their own learning. 91% of the students felt that this particular goal was achieved.

The majority of the students felt a sense of community with other students in the program during both semesters. A slight increase in this area was achieved during second semester (from 69% to 73%).

Another of the goals was to establish smaller discussion groups to stimulate more discussion on the part of the students. This was accomplished since 77% of the students felt that they participated in discussions more often than they wo would have in a traditional setting.

The final but not least important goal of the program was to attempt to erase the image of faculty as just "teachers" and students as just "learners". As in the first semester, this was supported by almost all of the students (96%).

IV Summary

With the close of the spring semester, the experimental year of the Unified Studies Program came to an end. In retrospect the staff felt that they would have done some things differently. They felt that because so much time was spent on administrative duties, not only in the planning phase but throughout the entire year, that they were not able to devote all of their energies to teaching and planning for what was to be taught. This certainly was not reiterated by the students in the program. They supported the staff and the instruction they received whole heartedly. Also all of the goals set forth in the beginning of the year were attained which suggests the success of the program.

But as is the case in an experiment the point is to find out by experience what works and what doesn't. Based on the evaluations by the students in the program, it is apparent that the Unified Studies Program worked for them.

UNIFIED STUDIES PROGRAM

Interim Report - June 30, 1974

Prologue

Boston State College is changing. New ventures are beginning which are based solidly on the retention of that which has been "good" at Boston State -- and building towards a "new" school that will continue to serve the changing needs of its constituency. The Unified Studies Program is just one more of these changes.

History

The idea for a team taught interdisciplinary experimental program was formulated almost eighteen months ago. Faculty, administrators and students became actively involved in seeking planning funds for such a program during the summer of 1973. A volunteer planning team was constituted as Project #1 of the Open College Projects authorized by the Board of Trustees and funded ($20,000) for planning by the Office of the Provost of the State College System, in January of 1974.

After extensive planning sessions, a proposal was prepared for submission to the five cooperating departments (English, Economics, History, Secondary Education and Sociology) and their respective curriculum sub-committees. At the same time, the planning team met with the Administrative Cabinet, The Development Committee, The Curriculum Committee, The Department Chairpersons Committee and the Student Government Association. As a result of these meetings a significant amount of "feed-back" was given to the planning team. In addition a special Open College Projects Evaluation Group was established to offer advice concerning the direction of the program.

All five cooperating departments (and their curriculum sub-committees) approved the adoption of the test year program outlined in the proposal (as well as the assignment of faculty to teach in the program -- pending funding). Subsequently, the Campus Wide Curriculum Committee and the All Campus Committee also approved the proposal.

At this point (late May, 1974) the planning team began seeking funding from a number of private foundations including the Project for Change in Liberal Education. Interim funding was also sought from the Board of Trustees through its "Special Project" funds.

Recruitment of participant students, based on the priorities outlined in the proposal, began while at the same time summer planning sessions were scheduled to further refine the content of the program itself.

The Process of Change at Boston State College

Because the support of the entire college community was necessary to the success of the project, the planning team consulted all interested representatives of the student body, the faculty, and the administration during the planning process. These groups have been involved to the greatest extent possible and have provided valuable support and criticism. However, in order for the program to be implemented, a vote of approval had to be obtained from a myriad of campus committees, any one of which could have vetoed the whole program. An inordinate amount of the team's time had to be spent on this approval process rather than on substantive program planning.

It may be that the school should consider establishing a "special programs" process that will balance the Scylla and Charybdis of "responsibility" and "innovation" in such a way that new ideas can be tried without having to burden the already overloaded committee structure of the school.

Budget

The initial grant of $20,000 for planning of the Unified Studies Program was used primarily for hiring replacement faculty for those members of the planning team who received "released time" to work on the project. In addition, money was expended for office supplies, secretarial help, and equipment. In all, the total spent between January, 1974 and June, 1974 was approximately $12,500. The Office of the Provost agreed to assign the remaining $7,500 to a summer "bridge" budget (July and August) and this money will be used for payments to the planning team for summer planning work, secretarial expenses, and travel to other schools where interdisciplinary programs are being implemented. A detailed budget accounting is attached.

Summary

The Unified Studies Program has been planned jointly by faculty, administrators and students at Boston State College. It is ready for implementation in September of 1974, and should funding be secured by July 15th, the program will begin this fall.

UNIFIED STUDIES PROGRAM

BUDGET REPORT (INTERIM)

January 15, 1974 - June 30, 1974

	Total Budgeted $12,500*
Replacement of Faculty Released for Planning	$6,372.00
Planning Consultant	450.00
Survey of Potential Students	1,637.50
Office Supplies	468.50
Equipment	1,217.30
Secretarial	2,218.75
	12,364.05
Total Spent	12,364.05
	*135.95

NOTE: The Unified Studies Program Planning phase was originally funded on January 15, 1974 by the Office of the Provost for $20,000 as Project #1 of Boston State College's Open College Projects. Subsequently the Provost authorized the reallocation of $7,500 from this grant to be applied to the period July 1, 1974 - August 31, 1974.

STUDENT QUESTIONNAIRE

PART I

1. # of hours per week that you were employed this semester
   1) none 2) 1-10 3) 11-20 4) 21-30 5) 31 or more — 1._____

2. What is your approximate reading speed for novels (pages per hour)
   1) 1-35 2) 36-70 3) 71-105 4) 106-140 5) 141-175 — 2._____

3. What is your approximate reading speed for textbooks
   1) 1-10 2) 11-20 3) 21-30 4) 31-40 5) 41-50 — 3._____

4. What newspapers do you regularly read — 4._____
   _____
   _____
   _____
   _____

5. What magizines do you regularly read — 5._____
   _____
   _____
   _____
   _____

6. Approximately how many books did you read in Spring semester '75
   1) 1-10 2) 11-20 3) 21-30 4) 31-40 5) 41 or more — 6._____

7. Approximately how many hours of television did you watch each week during Spring semester '75
   1) none 2) 1-10 3) 11-20 4) 21-30 5) 31-40 — 7._____

8. How many pages was your longest typed research paper
   1) haven't done one 2) 1-12 3) 13-24 4) 25-36 5) 37 or more — 8._____

9. Did you use footnotes
   1) yes 2) no — 9._____

10. Did you use a bibliography?
    1) yes 2) no — 10._____

Please indicate whether or not you have used for following during Spring semester '75. 1) yes 2) no

11. Atlases — 11._____

12. Book review digest — 12._____

13. education index — 13._____

14. encyclopedias — 14._____

15. E.R.I.C. — 15._____

16. library — 16._____

17. microfiche cards 17._____

18. microfilm printer 18._____

19. microfilm reader 19._____

20. New York Times index 20._____

21. paperbacks in print 21._____

22. Reader's Guide to Periodical Literature 22._____

23. Social Science and Humanities Index 23._____

24. Webster's unabridged dictionary 24._____

25. Winchell's Guide to Reference Books 25._____

26. Do you plan to continue at BSC next semester 26._____
1) yes 2) no
If no, why? what are your plans?

27. Did you have any incomplete courses this semester 27._____
1) yes 2) no

28. Did you drop any courses this semester 28._____
1) yes 2) no

Comment please

29. In general has USP met your expectations.

30. How can the learning environment of the USP be improved.

PART II

BACKGROUND QUESTIONNAIRE

31. Age
    1) 18 or under 4) 30-49
    2) 19-23 5) 50 or over
    3) 24-29

31._____

32. Sex 1) male 2) female

32._____

33. Are you self-supporting 1) yes 2) no

33._____

34. Highest level of your mother's education:
    1) under 12 yrs 4) 4 yrs college
    2) 12 yrs 5) more than 4 yrs college
    3) under 2 yrs college

34._____

35. Highest level of your father's education:
    1) under 12 yrs 4) 4 yrs college
    2) 12 yrs 5) more than 4 yrs college
    3) under 2 yrs college

35._____

36. Were you primarily _____ student.
    1) Day 2) Evening

36._____

37. Highschool Grade Point Average:
    1) 1.0 or less 3) 2.1 - 3.0
    2) 1.1 - 2.0 4) 3.1 - 4.0

37._____

38. If you have taken college courses before entering this program, what was your approximate grade point average.
    1) not applicable
    2) 1.0 or less 4) 2.1 - 3.0
    3) 1.1 - 2.0 5) 3.1 - 4.0

38._____

39. What is your contracted grade point average for the semester
    1) 1.0 or less 3) 2.1 - 3.0
    2) 1.1 - 2.0 4) 3.1 - 4.0

39._____

40. Your present class status is:
    1) Freshman 3) Junior 5) other
    2) Sophomore 4) Senior

40._____

41. Have you ever experienced an interdisciplinary program similar to this before? 1) yes 2) no

41._____

42. Have you ever experienced using learning contracts.
    1) yes 2) no

42._____

43. Have you ever experienced team teaching before? 1) yes 2) no

43._____

44. Would you have attended BSC Spring semester 1975 as a full-time student if not accepted into USP
    1) yes 3) uncertain
    2) no

44._____

45. Please write the name of the town/city where the highschool you graduated from is located _____

PART III

PROGRAM EVALUATION

TEAM TEACHING

46. Team teaching helped you to perceive the interrelationship of the 5 disciplines 46._____

47. The interaction of faculty to faculty and faculty to students helped to erase the image of faculty as just "Teachers" and students as just "Learners". 47._____

48. The faculty performed well as a team 48._____

49. You feel that you benefitted more from team teaching than you would have with regular or traditional instruction 49._____
If so, why

If not, why

Comment:

CONTRACTS

50. You preferred contracts rather than mid terms and final examinations 50._____

51. The contracts actively involved you in planning your own learning 51._____

52. By this system you are evaluated on your own personal performance rather than in competition with other students. 52._____

53. You received sufficient advice at the time that you negociated your contract 53._____

54. The grade contracted for and work equivalency were just 54._____
If not, why

Comment:

ORIENTATION

55. The 2 wk orientation period served as a useful introduction to the program 55._____

56. The research workshop helped you become more familiar with the library (and its resources) 56._____

57. The research workshop was useful in helping you write your papers 57._____

58. The writing workshop was useful in helping you write your papers 58._____

59. The reading skills workshop was useful in improving your reading habits 59._____

Comment:

COURSE EQUIVALENCY WORKSHOPS

60. You feel that these workshops were a valuable part of the program, useful in supplementing work for course equivalencies 60._____

61. You feel that the course equivalency workshops were integrated with the rest of the program 61._____

The following workshops were valuable learning experiences:

62. Principles of Economics I 62._____

63. Principles of Economics II 63._____

64. Modern Literature 64._____

65. Women and Society 65._____

66. Sense of Chronology 66._____

67. Early American History 67._____

68. Procedures for Teaching in Secondary Schools 68._____

69. Introduction to Sociology 69._____

Comment:

UNIFIED STUDIES SEMINAR

70. The weekly topics of the USS were clearly related to each other and to the general theme of the semester 70._____

71. One week was sufficient time to discuss each institution 71._____

72. The USS helped to integrate your readings for different disciplines so that they were brought to bear on the topic of the week 72._____

73. The faculty worked well together in the USS 73._____

74. How many Unified Studies Seminars did you attend? 74._____
1) 1-4 4) 13-16
2) 5-8 5) none
3) 9-12

Comment:

GUEST SPEAKERS

75. The guest speakers were generally worth attending 75._____

76. They provided you with valuable points of view that related to your topics of inquiry 76._____

77. How many guests did you hear? (7 in total) 77._____
1) All 4) 1-2
2) 5-6 5) none
3) 3-4

78. Comment:

MEDIA SERIES

78. The films were related to subject matter in a reasonable way 78._____

79. These films were helpful in explaining concepts or ideas being discussed in class 79._____

80. How many films did you see? (7 in total) 80._____
1) All 4) 1-2
2) 5-6 5) none
3) 3-4

Comment:

VISITS TO THE INSTITUTIONS

81. Visits provided you with useful information related to the week's topic 81._____

82. How many Institutions did you visit 82._____
1) 7-8 4) 1-2
2) 5-6 5) none
3) 3-4

Please indicate which institutions you found most valuable to study by numbering most important 1 to least important 8.

1 8
most important least important

83. Justice 83._____

84. Schools 84._____

85. Prisons 85._____

86. Health Care 86._____

87. Theatre 87._____

88. Financial Institutions 88._____

89. Unions 89._____

90. Media 90._____

INDEPENDENT PROJECT

91. You feel that it was worthwhile to have an independent/group study project 91._____

92. The independent project helped to give you a solid understanding of the workings of the institution you chose. 92._____

93. How many times did you meet with your advisor during this period 93._____
1) 7-8 4) 1-2
2) 5-6 5) none
3) 3-4

94. The synthesizing seminars during this period were valuable 94._____

95. The synthesizing seminars were disruptive of the independent study period 95._____

96. If you worked in a group, you feel you learned more by sharing resources than you would have if you had worked independently 96._____

Comment:

Please evaluate the relative usefulness of the various components of the 8 week study of institutions by numbering the components most important 1 to least important 8.

1 8
most important least important

97. Team Teaching 97._____

98. Contracts 98._____

99. Orientation 99._____

100. Course Equivalency Workshops 100._____

101. Unified Studies Seminar 101._____

102. Guest Speakers 102._____

103. Media 103._____

104. Visits to Institutions 104._____

105. Independent Project 105._____

Student Questionnaire, Part III cont'd.

INSTRUCTORS

Since the program included day and evening courses, no one faculty member had contact with every student. Please do not give a rating when you feel you have not had sufficient contact to do so. Instead indicate insufficient contact.

1 Highest 2 3 Average 4 5 Lowest

6) Insufficient contact, Don't Know

	Warren Greeley	Les Humphreys	Ellie Kutz	Linda Perrotto	Lee Staebler	Ed Traverso
106-111 This instructor was readily available for consultation with students.	106	107	108	109	110	111
112-117 This instructor encouraged students to think for themselves and has taught critical thinking skills.	112	113	114	115	116	117
118-123 This instructor related his/her topics of discussion to those of the other team members whenever possible.	118	119	120	121	122	123
124-129 This instructor worked well with the other team members.	124	125	126	127	128	129
130-135 This instructor promoted stimulating learning experiences.	130	131	132	133	134	135
136-141 This instructor was an enthusiastic participant in the functioning and responsibilities of the program.	136	137	138	139	140	141
142-147 This instructor allowed for class participation so that he/she was not dominating the discussion.	142	143	144	145	146	147
148-153 This instructor has helped to broaden your interests.	148	149	150	151	152	153
154-159 You would recommend that this instructor be part of a team again. If not -- indicate which instructor and why	154	155	156	157	158	159

GENERAL

160. You feel that you did _____ work than you would have done in a regular program. 160._____
1) much more 3) same 5) much less
2) more 4) less

161. The scheduling was flexible enough to suit your individual needs. 161._____

162. You feel that you developed a sense of community with the other participants in the program 162._____

163. You often used the books, tapes and resource files on reserve in Room 233F 163._____

164. Did you take any courses in addition to this program 164._____
1) yes, at BSC 3) no
2) yes, at another institution

165. How many times did you speak with your advisor during the first eight weeks 165._____
1) 13-16 4) 1-4
2) 9-12 5) none
3) 5-8

166. You feel that you participated in discussions more often than you would have in a traditional setting 166._____

167. Do you feel that you have experienced a sense of personal growth, achievement, enjoyment, etc. this semester? (comment please) 167._____

_____

_____

_____

168. You feel that you contributed as much as you could to the program 167._____

169. You would recommend this program to your friends. 169._____

PART IV

EVALUATION

1. We have spent a considerable amount of time this year studying eight institutions from a variety of perspectives. Part of the purpose of this study was to develop a methodology for inquiry. Select one of the institutions that we have examined and write an essay describing the method by which you would:

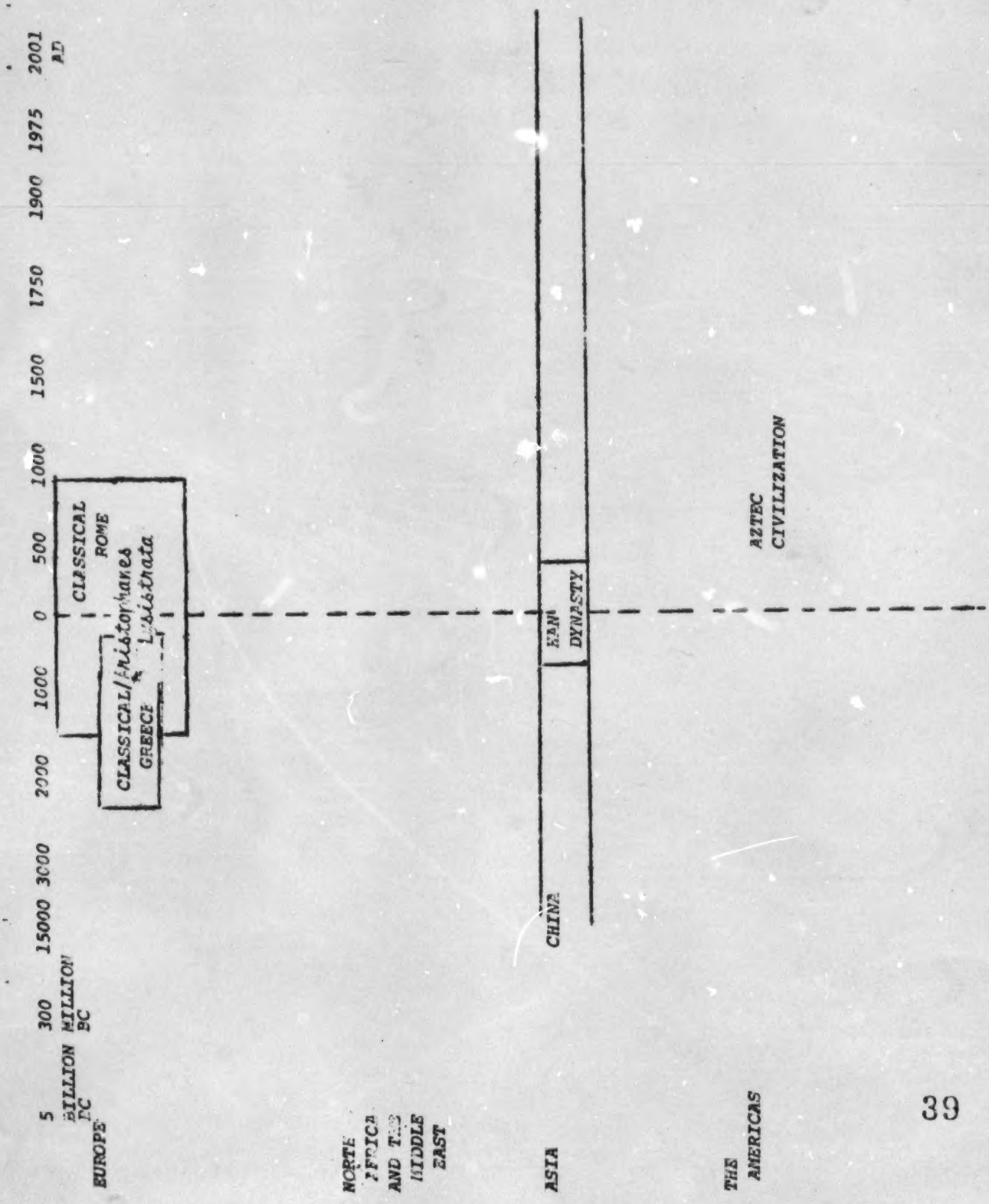
   1) acquire information about the institution
   2) organize this information
   3) prepare an analysis, and
   4) present your conclusions.

2. Institutions often develop intricate webs of inter-connectedness (in much the same way that people interrelate). Describe (in essay form) all of the links which join
   1) Health care institutions
   2) Judicial institutions and
   3) Educational institutions

3. Complete the whole learning chart.

1) use large blocks to identify all of the major periods and civilizations that you can recall (see example)

2) trace the history of "Theatre" through as many periods as possible and use names of authors, plays, etc. (see example)



RESULTS OF BACKGROUND QUESTIONNAIRE

STUDENTS IN THE UNIFIED STUDIES PROGRAM

OCTOBER, 1974

(Based on the response of 34 students.)

Patricia McDonough

1. Age

18 or under	19-29	30-39	40-49	50 or over
5	22	2	1	4
15%	65%	6%	3%	12%

2. Sex

male	female
15	19
44%	56%

3. Residence

Boston	Suburb Touching Rte. 128	Suburb outside Rte. 128 (but in MA)	Outside MA
16	12	6	0
47%	35%	18%	

4. Travel Time To and From BSC

App. 1/2 hr	App. 1 hr	App.1 1/2 hrs	App.2 hrs	over 2 hrs
16	15	2	0	1
47%	44%	6%		3%

5A # of hrs. of work per week

none	1-9	10-19	20-29	30-39	40 or over
8	3	5	5	4	9
24%	9%	15%	15%	12%	26%

5B # of hrs. committed per week -- committed hrs. being those that you may not receive pay for but are an essential part of your weekly schedule.

none	1-9	10-19	20-29	30-39	40 or over
3	11	5	4	0	7
9%	32%	15%	12%		21%

6. Extent of Parents' Contribution To Education & Support

none	under $600	$600-999	$1000-1399	1400-1799	$1800 & up
24	4	2	1	1	0
71%	12%	6%	3%	3%	

7A. Most Recent SAT SCORE - MATH -- 15 no response

300 or less	301-400	401-500	501-600	601-700	701-800
1	1	9	8	0	0
3%	3%	26%	24%		

7B Most Recent SAT SCORE - VERBAL -- 15 no response

300 or less	301-400	401-500	501-600	601-700	701-800
1	0	7	9	2	0
3%		21%	26%	6%	

8. Location of highschool graduated from

inside Rte 128	outside Rte 128 but in MA	outside MA but in N.E.	outside N.E.
21	6	0	6
52%	18%		18%

9. Type of Highschool

Public	Private
24	9
71%	26%

10. Size of Highschool graduated from

less than 500 students	501-1000 students	1001-1500 students	1501 or more
9	7	8	9
26%	21%	24%	26%

11. Years since graduated from highschool

1 yr ago or less	2-5 yrs ago	6-10 yrs ago	11-15 yrs ago	16-20 yrs ago	over 20 yrs ago
6	13	8	1	0	5
18%	38%	24%	3%		15%

12. Received College Credits Before

yes	no
27	7
79%	21%

13A. Institutions from which received college credits

2 yr	4 yr	University	
7	15	3	
20%	44%	9%	most recent
1	2	2	2nd most recent
3%	6%	6%	
1	1		3rd most recent
3%	3%		

13B. Type of Institution

Public	Private
17	9
50%	26%

14. Location of Institutions

inside Rte 128	outside Rte 128 but in MA	outside MA but in N.E.	outside N.E.
18	1	1	6
53%	3%	3%	18%

15. # of college credits received so for

none	1-25	26-55	56-86	87-120
7	6	14	6	1
21%	18%	41%	18%	3%

16. Approximate overall grade point average

not applicable	1.0 or less	1.1-2.0	2.1-3.0	3.1-4.0
7	0	2	14	11
21%		6%	41%	33%

17. Fall 1974 first time at BSC

yes	no
18	16
53%	47%

18. Previous to Fall 1974 - Attended BSC

Full-Time	Part-Time
8	8
19%	19%

19. # who have chosen a major

yes	no
23	11
68%	32%

20. Area of major

Humanities	Social Sciences	Natural Sciences	Education	Other
4	8	4	5	2
12%	19%	12%	15%	6%

21. # who have chosen a career

yes	no
18	15
53%	44%

22. Career Fields

Education	Business	Social Services	Medicine	Law	Other
7	0	7	1	0	3
21%		21%	3%		9%

24A. # who have been in an experimental highschool

yes	no
9	25
26%	74%

24B. # who have been in an experimental college

yes	no
1	32
3%	97%

26. Their schedules permitted students to attend as:

full-time day students	full-time evening students	Part-time evening	none
23	2	4	3
68%	6%	18%	9%

27. if not accepted into USP - # who would have come to BSC

yes	no
10	21
29%	62%

28. want USP to expand to include other disciplines

yes	no
34	—
100%	

29. Kind of degree wish to receive

Specific discipline	no specific discipline "Liberal Studies"
24	10
71%	29%

30. Experimental Highschools attended

"Close Up" Program - Washington D.C.
"Inner City Project" - Watertown & Boston
Mt. St Joseph Academy - Brighton
Newton High School
Norwood High School (contemporary problems class)
Ridgewood High School - Norridge, Illinois
Salem High School (career education)
Walt Lanet High School - Wyncote, PA

Experimental Programs attended

B.U. Law Program (for highschool)
Center for Alternative Education
Emerson College - "First Level Program"

32. Disciplines wanted in USP

<u>All disciplines</u> that BSC offers.
much stress was placed on psychology and the sciences in general.

31. *Reasons for joining Unified Studies Program*

There were many reasons listed but the following reflect the consensus of the majority:

discouraged with Traditional setting
wanted something different
greater academic freedom
atmosphere conducive to learning
interdisciplinary approach
more personal
flexible scheduling
small classes

One student commented,

"It seemed like a sharing experience, and I like sharing."